



Literacy Programme of Study 2020

Purpose of Study

Our school curriculum:

At Conisbrough Ivanhoe Primary Academy, our Literacy curriculum is extremely important to us. We are passionate about ensuring that children are given the opportunities to read, explore and utilise the best that has been thought and said, by introducing them to classic and timeless texts. Some of which they may never have heard of or had the chance to read otherwise. It is important to us that children are able to read and enjoy modern texts by authors such as Dahl and Walliams alongside definitive writers such as Dickens and CS Lewis. Our discrete teaching sessions of vocabulary will help children not only to understand these texts, but give them a broader lexicon in which to enrich daily conversation and integrate within their own written pieces. We also acknowledge and appreciate the breadth of experiences on our doorstep and in our surrounding area for us to incorporate into our curriculum. Giving children personalised experiences which they might not have been able to participate in otherwise, will ensure our pupils are able to write meaningful and individual pieces which have been enriched by their memories and imaginations. We strive to ensure that the children who enter our care have mastered the subject to the best of their abilities by the time that they leave us, and they are able to use these skills to further their own learning within secondary school and beyond.

The national curriculum:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

Our school curriculum will ensure:

In our teaching of writing, we will ensure all children will be able to:

- Study, appreciate and learn from a variety of high quality, language rich texts – both modern and classic.
- Make judgements about the tone, style, format and vocabulary needed for the chosen audience and purpose.
- Write appropriately for a variety of audiences and purposes.
- Write clearly, accurately and legibly while considering punctuation, spelling and grammar.
- Understand that drafting and proof-reading are pivotal parts to the writing process.
- Enjoy playing with language and enjoy writing for pleasure.

In our teaching of vocabulary, punctuation and grammar, we will ensure all children will be able to:

- Narrow children's vocabulary gaps by exposing pupils' to a rich and broad selection of words.



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- Ensure that this lexicon is actively used within school and that school staff are aware of, and use, the **Tiers of Vocabulary** wherever possible and appropriate.
- Provide opportunities for children to explore and question vocabulary across all areas of the curriculum.
- Encourage children to be curious about language.
- Provide a word of the day to expose children to new and challenging language.

In our teaching of handwriting, we will ensure all children will be able to:

- Form all letters correctly, being aware of appropriate size and orientation of letters.
- Develop a fluent, clear and legible style of handwriting.
- Take pride in any writing work; ensuring it is consistently to a high standard.
- Be recognised and rewarded for increasingly fluent and consistent styles.

In our teaching of reading, we will ensure all children will be able to:

- Enable children to read with accuracy, confidence, understanding, fluency and enjoyment.
- Be able to use a wide range of reading cues (phonic, graphic, syntactic and contextual) to read, understand and correct their own mistakes.
- Read a range of texts, carefully selected for their age, including: fiction, non-fiction, plays and poetry.
- Fully understand and engage with the texts that they read by being exposed to appropriate and tailored questioning.
- To develop comprehension skills of inference and deduction.
- Read for interest, information and enjoyment.
- Be recognised and rewarded for their reading achievements.

In our teaching of speaking and listening, we will ensure all children will be able to:

- Communicate clearly, effectively and fluently using Standard English, where appropriate, with adults and peers in a variety of situations and regarding a range of subjects.
- Listen attentively to the views of adults and peers and be able to respond accordingly by asking their own questions.
- Evaluate their own and their peers' speech.
- Celebrate the oral form of communication through the annual 'No Pens Day Wednesday'.
- Join in with debates and discussions which help to further their learning and address any misconceptions.
- Express and explain their own thoughts, ideas, feelings and views using a rich and broad vocabulary (as set out in the Vocabulary Policy).
- Perform their own pieces using expression, volume, pace and gesture where appropriate.

The national curriculum for Literacy aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.



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- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Terminology

Noun phrase – a word or group of words containing a noun and functioning in a sentence as subject, object, or prepositional object.

Subordination – the process of linking two clauses within a sentence so that one clause is dependent on the other to make sense.

Coordination – the joining of words, phrases, or clauses of the same type to give them equal emphasis and importance.

Command – command sentences are used when you are telling someone to do something. Commands usually start with an imperative verb.

Compound – a word which is put together by using two words to create a new meaning. For example: black and board = blackboard.

Conjunction – a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if).

Prefix – a prefix is a part of a word or a word, within a word. It is put at the start of another word to make a different meaning.

Suffix – a letter or group of letters added to the end of a word or root to form a new word.

Subordinate clause – a clause, typically introduced by a conjunction that forms part of and is dependent on a main clause in order to make sense.

Determiner – a modifying word that determines the kind of reference a noun or noun group has. For example: a, the, every.

Preposition – a word that tells you where or when something is in relation to something else. For example: in, out, above, below.

Possessive pronoun – a pronoun indicating possession. For example: mine, yours, hers, theirs.

Relative pronoun – used to refer to nouns mentioned previously. For example: who, whom, which, that, whose.

Adverbial – gives more information about a verb. They can be one word or phrases and often say how, where, when or how something is done.

Modal verb – an auxiliary verb that expresses necessity or possibility. For example: must, shall, will, should, would, can, could, may, and might.

Relative clause – A relative clause can be used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'.

Parenthesis – adding extra information to a sentence using either brackets, dashes or commas.

Cohesion – the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning.

Ambiguity – where a sentence could be open to more than one meaning. This can lead to a reader having confusion about what the writer is trying to say.

Subject – part of a sentence or clause that commonly indicates: what it is about or who/what is performing the action.

Object – part of a sentence or clause that commonly indicates the target of an action.

Active – a sentence is written in active voice when the subject of the sentence is performing the action. For example: The cat chased the mouse.

Passive – a sentence is written in the passive voice when the subject of the sentence has something done to it by someone or something. For example: The mouse was chased by the cat.

Hyphen – a punctuation mark (-) that is used to join words or parts of words.

Colon – the colon is a piece of punctuation (:) which can be used to introduce a list or between independent clauses in a sentence where the second part of the sentence explains the first.

Semi-colon – a punctuation mark (;) indicating a pause used typically between two main clauses.



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Phonic – a method of teaching primary reading and spelling based on the phonetic interpretation of ordinary spelling.

Phoneme – the smallest unit of sound.

Grapheme – a letter or number of letters that represents a sound (phoneme).

Ascender – the part of the letter that ascends above the main body of the letter.

Descender – the part of the letter that descends below the main body of the letter.

Tone – decides how the reader should read and how they should feel when reading aloud.

Intonation – the rise and fall of the voice in speaking aloud.

Gestures – movement of part of the body, especially a hand or the head, to express an idea or meaning.

Expression – the ability to use pitch, rhythm, volume, tone and gestures when reading aloud to others.

Context – the words which surround other words and impact their meaning or the setting in which something occurs.

Elaborate – to develop or present information in further detail.

Standard English – the formal form of written or spoken language

Non-standard English – the informal form of written or spoken language



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Key Stage 1 and 2

Writing – KS1

Our school curriculum will ensure children are:

- Given opportunities to write about school trips specific to their year group (from the Twenty-one Trips List) to ensure that writing is personal, purposeful and meaningful to them.
- Allowed to write a variety of genres including: poetry, narrative, instructions, fact files, recounts, persuasive writing, diary entries and explanations. Some of which to be based upon text types carefully selected for Year 1 or Year 2 from the Reading Spine or the Set Texts list to ensure it is at an appropriate level for their abilities.
- Given the opportunity to draft their written work to allow them to edit and make revisions before any final pieces are completed.
- Allowed time to discuss their written work with their peers in order to up-level and make amendments before completing final pieces.
- Allowed the opportunities to complete written work, which is progressive, by teachers working within Key Stages to ensure knowledge learnt from previous years is built upon successfully.
- Taught content which builds upon previous knowledge for progression through teachers within Year 1 and 2 planning for the same genres of writing within the same half terms.

The National Curriculum statements for KS1 Writing can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 1

- Be able to tell an adult/peer what they are going to write
- With support, recognise the main features of a given model and create simple checklists for their own writing

YEAR 2

- Talk through what they are going to write, considering sentence order needed for their writing to make sense



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<ul style="list-style-type: none"> • Draw pictures and write down key words and ideas before writing • Use simple role play to explore writing ideas 	<ul style="list-style-type: none"> • With support, recognise the main features of above listed genre types and create simple checklists for their own writing including certain grammar aspects (eg commas) • Draw pictures and note down ideas, key words and new vocabulary in a simple planning format • Take on roles of characters to understand the structure of narratives
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Key Vocab – to be revisited each year to embed

YEAR 1	YEAR 2
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase , statement, question, exclamation, command , compound , suffix , adjective, adverb, verb, tense, past, present, apostrophe, comma

Spiritual and Emotional Engagement

YEAR 1	YEAR 2
Pupils in Year 1 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine or the Set Texts list where they will study either The Velveteen Rabbit or The Treasury of Beatrix Potter alongside a selection of poetry. They will also be encouraged to write about personal and meaningful experiences through their visits to: a zoo, a windmill and The Deep aquarium.	Pupils in Year 2 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine or the Set Texts list where they will study either A Bear Called Paddington or Winnie the Pooh alongside a selection of poetry. They will also be encouraged to write about personal and meaningful experiences through their visits to: a castle, a railway and the Eureka museum.



Vocabulary, Punctuation and Grammar – KS1

Our school curriculum:

- Teachers will provide children with a new Word of the Day for them to learn and explore.
- Every classroom will have a word display to promote a rich and varied vocabulary which is age-appropriate.
- On Monday afternoons, class teachers will discretely teach a twenty minute session surrounding a word of their choice.
- Each week, a Word of the Week assembly will be conducted to celebrate the vocabulary which different classes have been exploring that week.
- “Joe’s Blog” will promote Word of the Week and children will be encouraged to write a blog post to use the word within a sentence to show their understanding.
- Key Stage 1 Spelling Bee competitions will be held to celebrate and promote spelling and language.
- Key Stage 1 children will be strongly encouraged to use these new words orally and use in their writing where possible.
- Children will complete daily Spag Countdown activities to keep vocabulary, punctuation and grammar skills simmering.

The National Curriculum statements for KS1 Vocabulary, Punctuation and Grammar can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 1

YEAR 2



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<ul style="list-style-type: none"> • Use regular plural noun suffixes –s or –es and identify the effect of suffixes on the meaning of the noun • Explain how the prefix ‘un’ changes the meaning of verbs and adjectives. • Independently add suffixes to verbs where no change is needed to the spelling of the root word • Use rhymes and word games to extend knowledge of words • Independently combine words to make simple sentences, leaving spaces between words • Select simple adjectives to describe nouns. Sequence sentences to form short narratives • Join words and clauses using ‘and’ appropriately • Use past and present tense correctly in speech • Use simple writing frames to support the layout of text • Begin to independently use capital letters at the start of sentences • Begin to use full stops, exclamation marks and question marks at the end of sentences • Use a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’ • Use the terms: capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural • Use some distinctive features of Standard English in their writing • Use mostly simple vocabulary and communicate meaning through repetition of key words 	<ul style="list-style-type: none"> • Use irregular plural noun suffixes • Independently use simple prefixes to assist spelling • Form nouns and adjectives using suffixes and turn adjectives to adverbs • Recognise the term suffix • Begin to use word families based on common words • Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands • Use expanded noun phrases to describe and specify in independent writing • Use subordination and coordination • Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the present and past tense • Use headings to group ideas into sections and to structure text • Use a capital letter at the beginning of most sentences • Use full stops, question marks or exclamation marks appropriately, commas to separate items in a list and apostrophes for contracted words or singular possession • Independently use the possessive apostrophe for singular nouns • Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense, apostrophe and comma • Use some conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English • Use simple, speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary
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Key Vocab – to be revisited each year to embed

YEAR 1	YEAR 2
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase , statement, question, exclamation, command, compound , suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, subordination , coordination

Spiritual and Emotional Engagement

At Ivanhoe, we whole-heartedly understand the importance of vocabulary, punctuation and grammar. Research has shown that children who have a poor vocabulary range at the age of 5 were more likely to become poor readers as adults. It is therefore imperative that, as a school, we do all we can to actively promote vocabulary in all areas of the curriculum and that we strive to close the vocabulary gap as much as we possibly can. We endeavour to



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ensure that children develop a love for vocabulary, punctuation and grammar and enjoy learning, understanding and using it in a variety of oral and written forms. We wholly believe that by completing activities such as daily Spag Countdowns and Word of the Day, that children will start to soak up this knowledge and begin their journey to becoming confident and proficient users who can independently use this understanding to enrich other aspects of their learning and within their personal lives throughout Key Stage 1 and beyond.

Handwriting – KS1

Our school curriculum will ensure children are:

- Able to practise their handwriting five times a week through their Read, Write Inc sessions.
- Provided with an excellent model from their teachers.
- Given a handwriting book with appropriate sized lines for their year group which matches the ability to control the size and formation of their writing at that age.
- Recognised and rewarded for their handwriting achievements through an annual Handwriting Heroes celebration.
- Taught the history of handwriting through time so they understand the origins and how written communication has changed through the ages.

The National Curriculum statements for KS1 Handwriting can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 1

YEAR 2



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<ul style="list-style-type: none"> • With appropriate support where necessary, sit with the correct posture at the table and write using a comfortable pencil grip • Form lower case letters using correct movement sequence • Form capital letters of appropriate size which start and finish in the correct place • Form numbers (0-9) of correct size and orientation • Practise the handwriting families: a, d, g, q, c, e, o and s • Leave spaces between words, using their own finger as a guide if needed • Write from left to right and top to bottom on a page 	<ul style="list-style-type: none"> • Sit, without support, with the correct posture at the table and write using a comfortable pencil grip • Form lower case letters of the correct size relative to one another with ascenders and descenders distinguished • Form capital letters, being aware of orientation and relationship to one another and to lower case letters • Form numbers of the correct size, orientation and relationship to one another • Recognise handwriting families and use the correct formation for each independently • Leave appropriately sized spaces between words • Independently, write within lines to organise work
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Key Vocab – to be revisited each year to embed

YEAR 1	YEAR 2
lower-case, letters, capital letters, digits, handwriting families, form	relative, diagonal, horizontal, orientation, join, spacing

Spiritual and Emotional Engagement

<p>From discrete and consistent sessions, children will be able to appreciate the beauty of the written script and given the time needed to hone their skills to a style of handwriting which is personal to them yet is fluent and functional. In their teachers, pupils will receive excellent models of handwriting. Through our annual celebration of handwriting entitled Handwriting Heroes, children will be able to track their own progress and be proud of their achievements. On this day, they will also learn to appreciate how our written language has changed and evolved by studying a period in time from its history which will be built up through both Key Stages.</p>	
YEAR 1	YEAR 2
Sumerian	Egyptian



Reading – KS1

Our school curriculum will ensure children are:

- Regularly assessed every half term ensure they attend a Read, Write Inc group which is suitable and tailored to their individual needs.
- Given a reading book to enjoy which is closely matched to their phonic ability.
- Exposed to reading texts specific to their year group from either the Reading Spine or the Set Texts list.
- Given ample opportunities to read in a range of contexts throughout the day including: silent reading, shared reading, guided reading and echo reading.
- Provided with exciting reading areas in classrooms which inspire them to read.
- Helped to develop a lifelong love of reading and take genuine pleasure from what they read by being introduced to a wide range of texts and genre types.



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The National Curriculum statements for KS1 Reading can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 1	YEAR 2
<ul style="list-style-type: none"> • Listen with concentration to books and share simple thoughts about what they have heard • Recognise and join in with predictable, familiar phrases in stories and poetry • Retell a very familiar story with characteristics of the original • Recite, by heart, in order, a simple poem or rhyme • Choose a favourite text to share with an adult and say what they like about it • Make relevant comments about what is read to them, including the significance of titles and events • Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to 	<ul style="list-style-type: none"> • Listen to, discuss and express views about books read aloud to them • Read and join in with familiar phrases in stories and poems, using own independent reading skills • Retell a range of stories they have listened to, using story language • Recite poems by heart, with appropriate intonation, so that the meaning is clear • Give one reason why they have chosen a particular text • Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others • Explain and discuss their understanding of what they have read, with growing confidence

Key Vocab – to be revisited each year to embed

YEAR 1	YEAR 2
<p>phonic, decode, phoneme, grapheme, blending, phrases, retell, recite</p>	<p>fluent, accurate, syllables, suffixes, contribute, explain, discuss</p>

Spiritual and Emotional Engagement

At Ivanhoe, we strongly believe in encouraging children to cultivate a positive attitude towards reading and reading for pleasure. It is a well-known fact that pupils who read regularly – at home and at school – have the greatest potential for academic success. Many opportunities for reading are already provided within our daily curriculum, including chances to read independently and within a group. We offer a multitude of texts, both in physical and electronic form, to our pupils. We recognise reading for pleasure as a key part of every child’s education, - regardless of their abilities or their backgrounds. Our aim is to ensure that, as a school, we do all we can to promote a love of reading which children will then choose to actively, and independently, foster within the later stages of their lives.

As part of this, we are committed to:

- Ensuring twenty minutes of every day is timetabled for sharing and enjoying a class book together.



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- Rewarding pupils with stickers to complete bookmarks for reading at home. These stickers can then be exchanged for prizes within school.
- Holding events and challenges throughout the year such as Extreme Reading and the Summer Reading Challenge which will be set annually. As part of these challenges, children will complete tasks such as taking a photograph of themselves reading somewhere unusual or joining the library/reading a book which contains a dragon or a ballerina, for example.
- Celebrating World Book Day each year with a different theme given each time. This will assist in creating a focus and a buzz around reading and get children discussing their favourite books and characters with peers and adults alike.
- Ensuring picnic blankets and an outdoor book trolley will be made available to all children in the summer months so that they may pick a book of their choice and spend their break times reading.
- Holding a Book Club once a week, run by a teacher, to engage children in reading and discussing different books.
- Ensuring a “Teacher Reads” display is evident within school, to offer recommended reads to children and also share their current reads.

YEAR 1

Pupils in Year 1 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either The Velveteen Rabbit or The Treasury of Beatrix Potter alongside a selection of poetry. They will also be encouraged to research personal and meaningful experiences through their visits to: a zoo, a windmill and The Deep aquarium.

YEAR 2

Pupils in Year 2 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either A Bear Called Paddington or Winnie the Pooh alongside a selection of poetry. They will also be encouraged to research personal and meaningful experiences through their visits to: a castle, a railway and the Eureka museum.

Writing – KS2

Our school curriculum will ensure children are:

- Given opportunities to write about school trips specific to their year group (from the Twenty-one Trips List) to ensure that writing is personal, purposeful and meaningful to them.
- Allowed to write a variety of genres including: letters, non-chronological reports, journalistic writing, diary writing, recounts, poetry, persuasive writing, explanations, narrative writing including myths and legends, stories with historical settings, play scripts and balanced arguments. Some of which to be based upon text types carefully selected for Year 3, Year 4, Year 5 or Year 6 from the Reading Spine or the Set Texts list.
- Given the opportunity to draft their written work to allow them to edit and make revisions before any final pieces are completed.
- Allowed time to discuss their written work with their peers in order to up-level and make amendments before completing final pieces.



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- Allowed the opportunities to complete written work which is progressive by teachers working within Lower and Upper Key Stages to ensure knowledge learnt from previous years is built upon.
- Taught content which builds upon previous knowledge for progression through teachers within Lower and Upper Key Stage 2 planning for the same genres of writing within the same half terms.

The National Curriculum statements for KS2 Writing can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Orally rehearse sections of writing including sequencing • Recognise and imitate the main features of a given model and create their own checklists (including sentence level features) • Note down new ideas, key words and topic-specific language in a given format • Adapt a range of roles in order to develop creative and imaginative writing 	<ul style="list-style-type: none"> • Orally plan the structure of the whole piece including supporting details • Select the main features of a given model, using structural headings and create checklists for their own writing • Use a given variety of planning structures to make notes which summarise key ideas • Create and sustain a range of roles in order to develop creative and imaginative writing 	<ul style="list-style-type: none"> • Discuss the structure of the whole piece and use written plans to document. Begin to plan links between sentences within each paragraph • Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for narratives drawn on what they have read or seen • Use a given variety of planning structures to make appropriate notes which include topic-specific vocabulary • Create own scripted or improvised drama in order to develop creative and imaginative writing 	<ul style="list-style-type: none"> • Demonstrate the processes needed to plan writing, by thinking and discussing ideas aloud • Critically evaluate and select appropriate features to use and adapt, creating own checklists independently • Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary • Refine, share and respond to scripted or improvised drama in order to develop creative and imaginative writing
Key Vocabulary – to be revisited each year to embed			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
preposition , conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant,	determiner , pronoun, possessive pronoun , adverbial	modal verb , relative pronoun , relative clause , parenthesis , bracket, dash, cohesion , ambiguity	subject , object , active , passive , synonym, antonym, ellipsis, hyphen , colon , semi-colon , bullet points



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vowel letter, inverted commas (or 'speech marks')			
Spiritual and Emotional Engagement			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils in Year 3 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Charlotte's Web or The Borrowers alongside poetry by Allan Ahlberg. They will also be encouraged to write about personal and meaningful experiences through their visits to: the Derbyshire caves, a cathedral and a theatre.	Pupils in Year 4 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Black Beauty or The Lion, The Witch and The Wardrobe and poetry by Michael Rosen. They will also be encouraged to write about personal and meaningful experiences through their visits to: an art museum, the Beamish museum and a visit to Whitby.	Pupils in Year 5 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either The Secret Garden or The Railway Children and a selection of sonnets. They will also be encouraged to write about personal and meaningful experiences through their visits to: the National Space Centre, a lighthouse and York Castle museum.	Pupils in Year 6 will be inspired and engaged to write through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Treasure Island or A Christmas Carol alongside poetry from authors such as Simon Armitage, John Agard, Grace Nicholls, Carol Ann Duffy and Gillian Clarke. They will also study a Shakespeare play. They will also be encouraged to write about personal and meaningful experiences through their visits to: a coal pit, a Shakespeare play and an overnight residential.

Vocabulary, Punctuation and Grammar – KS2

Our school curriculum:

- Teachers will provide children with a new Word of the Day for them to learn and explore.
- Every classroom will have a word display to promote a rich and varied vocabulary which is age-appropriate.
- On Monday afternoons, class teachers will discretely teach a twenty minute session surrounding a word of their choice.
- Each week, a Word of the Week assembly will be conducted to celebrate the vocabulary which different classes have been exploring that week.



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- “Joe’s Blog” will promote Word of the Week and children will be encouraged to write a blog post to use the word within a sentence to show their understanding.
- Key Stage 2 Spelling Bee competitions will be held annually to celebrate and promote spelling and language.
- Key Stage 2 children will be strongly encouraged to use these new words orally and use in their writing where possible.
- Children will complete daily Spag Countdown activities to keep vocabulary, punctuation and grammar skills simmering.

The National Curriculum statements for KS2 Vocabulary, Punctuation and Grammar can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • With support, place the possessive apostrophe accurately in words with regular plurals • Recognise the term prefix and form nouns using a range of prefixes, spelling with increasing accuracy • Use further suffixes adding to verbs to form nouns and to adjectives to form adverbs • Recognise and use word families based on common words, demonstrating an awareness of how words are related in form and meaning • Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: ‘if’, ‘when’, ‘because’ and ‘although’ 	<ul style="list-style-type: none"> • Recognise the grammatical difference between plural and possessive. Place the possessive apostrophe accurately in irregular plurals • Recognise and begin to use further prefixes • Use further suffixes and add suffixes to nouns to make adverbs • Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas • Use fronted adverbials. Express time, place and cause using conjunctions, adverbs or prepositions • Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> • Use pluralisation and apostrophes accurately, on most occasions • Use verb prefixes and where appropriate use a hyphen to join a prefix to a word • Convert nouns or adjectives into verbs using suffixes. Use further suffixes effectively to improve vocabulary • With support, investigate how words are related in meaning as synonyms and antonyms • Independently use relative clauses beginning with: who, which, where, when, whose and that • Link ideas across paragraphs, using adverbials of time, place, number or tense choice • Indicates degrees of possibility using adverbs or modal verbs 	<ul style="list-style-type: none"> • Apply pluralisation and apostrophes consistently across all writing • Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary • Use further suffixes appropriately to extend vocabulary • Explain how words are related by meaning. Use vocabulary typical of informal speech and vocabulary appropriate for formal speech. Use subjunctive forms in some very formal writing and speech • Use the passive form to affect the presentation of information in a sentence



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<ul style="list-style-type: none"> • Independently choose nouns or simple pronouns to avoid repetition • Use the forms 'a' or 'an' correctly • Use conjunctions, adverbs and prepositions to express time, place and cause • Find/use examples of the present perfect form of verbs instead of simple past • Begin to use paragraphs independently to group related material, using headings and subheadings to aid presentation • Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns • Attempt to use inverted commas to indicate direct speech • Begin to make greater use of pronouns or nouns within and across sentences to avoid repetition • Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas • Demonstrate knowledge of some of the differences 	<ul style="list-style-type: none"> • Confidently and consistently express time and cause by using both prepositions and adverbs independently • Generally choose accurate tense and verb forms • Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences. Use appropriate layout devices to structure text and make information clear and cohesive • Check writing, as a matter of course, for correct capitalisation, making amendments where necessary • Use inverted commas and other punctuation to indicate direct speech. Use commas after fronted adverbials. Use apostrophes to mark plural possession • Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition. Use nouns/pronouns to aid cohesion across a text • Use the terms: determiner, pronoun, possessive pronoun and adverbial • Begin to apply Standard or non-Standard English when writing dialogue. Use Standard English 	<ul style="list-style-type: none"> • Select the appropriate tense for a range of speech and writing • Use increasingly complex layout devices to structure text. Use devices within a paragraph to build cohesion, ensuring consistency throughout. Use adverbials of time, place, number or tense choice to link ideas across paragraphs • Use capitalisation in factual writing to improve layout • Use brackets, commas or dashes to indicate parenthesis • Use commas deliberately to clarify meaning or avoid ambiguity • Independently, use relative clauses with an implied (omitted) relative pronoun • Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity • Apply Standard or non-Standard English to a wide range of texts, making appropriate choices for text type • Use a reasonably wide range of vocabulary for effect, though not always appropriately 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. Use adverbials • Use the perfect form of verbs to mark relationships of time and cause • Vary tense within a piece of writing, sometimes accurately • Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections and ellipses. • Select layout devices appropriate to the text type, in order to structure text and guide the reader • Use capital letters in titles and for effect when writing fact or fiction • Apply commas accurately to separate clauses in some sentences. Notice how hyphens can eradicate ambiguity • Accurately use ellipses to indicate missing information. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list and use semi-colons within lists. Punctuate bullet points to list information
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<p>between Standard and non-Standard English</p> <ul style="list-style-type: none"> • Use generally appropriate vocabulary with some words chosen for effect, on occasions 	<p>forms for verb inflections instead of local spoken forms</p> <ul style="list-style-type: none"> • Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic 		<ul style="list-style-type: none"> • Use pronouns effectively to make secure links between paragraphs • Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point • Apply Standard or non-Standard English across all text types • Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious
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Key Vocabulary – to be revisited each year to embed

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>preposition, conjunction, word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’), standard English, non-standard English</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

Spiritual and Emotional Engagement

At Ivanhoe, we whole-heartedly understand the importance of vocabulary, punctuation and grammar. Research has shown that children who have a poor vocabulary range at the age of 5 were more likely to become poor readers as adults. It is therefore imperative that, as a school, we do all we can to actively promote vocabulary in all areas of the curriculum and that we strive to close the vocabulary gap as much as we possibly can. We endeavour to ensure that children develop a love for vocabulary, punctuation and grammar and enjoy learning, understanding and using it in a variety of oral and written forms. We wholly believe that by completing activities such as daily Spag Countdowns and Word of the Day, that children will soak up this knowledge and be confident and proficient users, who can independently use this understanding to enrich other aspects of their learning and within their personal lives throughout Key Stage 2 and beyond.

Handwriting – KS2



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Our school curriculum will ensure children are:

- Given at least 4 discrete handwriting sessions throughout the week to hone a beautiful, personal and fluent style of handwriting.
- Provided with an excellent model of handwriting from their teachers.
- Given a handwriting book with appropriate sized lines for their year group which matches the ability to control the size and formation of their writing at that age.
- Recognised and rewarded for their handwriting achievements through an annual Handwriting Heroes celebration.
- Taught the history of handwriting through time so they understand the origins and how it has changed through the ages.

The National Curriculum statements for KS2 Handwriting can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Find own comfortable position for writing, ensuring that one hand is on the paper • Keep lower case letters a consistent and equal size • Ensure that capitals are the appropriate size and do not join to lower case letters • Form numbers of the correct size, orientation and relationship to one another • Ensure digits are placed correctly • Practise/improve letter strings in similar words • Leave line spaces when prompted • Develop their own fluent, joined style, using a ruler to underline and improve the appearance of their work 	<ul style="list-style-type: none"> • Check own writing position and equipment • Check own writing for consistent sizing and know how to improve their own style • Check own capitalisation • Check place value when writing numbers for calculations • Self-check handwriting joins in many letter families and practise identified targets • Independently know when to leave line spaces • Continue to develop a fluent joined style, using a ruler to underline and improve appearance of their work 	<ul style="list-style-type: none"> • Select appropriate writing implement for the task, mainly using a pencil • Use consistent sizing on most occasions and continue to work on self-improvement • Check own and peer capitalisation • Use a range of numbers – for example Roman numerals • Practise correct formation of letters and identify own targets after checking • Write ascenders and descenders to an appropriate length • Recognise when to write quickly but legibly and when to focus on presentation 	<ul style="list-style-type: none"> • Select appropriate writing implement for the task, mainly using a pen • Use consistent letter sizing across all writing • Check own capitalisation and known when to use this for effect • Continue to form/recognise a wide range of numbers for different purposes • Correctly form all letters • Write ascenders and descenders to an appropriate and uniform length • Use different styles of handwriting for different purposes with a range of media



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Key Vocabulary – to be revisited each year to embed			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
consistent, equal, orientation, fluent	capitalisation, self-check	appropriate, formation, ascenders , descenders , legible	purpose, range of media

Spiritual and Emotional Engagement			
<p>From discrete and consistent sessions, children will be able to appreciate the beauty of the written script and given the time needed to hone their skills to a style of handwriting which is personal to them yet is fluent and functional. In their teachers, pupils will receive excellent models of handwriting. Through our annual celebration of handwriting entitled Handwriting Heroes, children will be able to track their own progress and be proud of their achievements. On this day, they will also learn to appreciate how our written language has changed and evolved by studying a period in time from its history which will be built up through both Key Stages.</p>			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phoenician	Roman calligraphy	Celtic	Gothic



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Reading – KS2

Our school curriculum will ensure children are:

- Allocated a Read, Write Inc place in Year 3 and Year 4 if it is needed.
- Allocated a Fresh Start place in Year 5 and Year 6 if it is needed.
- Assessed twice a year using PM Benchmarking (at the beginning of the academic year and by the end of Spring 1) to ensure the reading band is appropriate for their abilities.
- Given a reading book which is closely matched to their reading ability.
- Introduced to reading texts specific to their year group from either the Reading Spine or the Set Texts list.
- Given ample opportunities to read in a range of contexts throughout the day including: silent reading, guided reading, shared reading and echo reading.
- Provided with exciting reading areas in classrooms which inspire them to read.
- Helped to develop a lifelong love of reading and take genuine pleasure from what they read by being introduced to a wide range of texts and genre types.

The National Curriculum statements for KS2 Reading can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Listen to, discuss and write comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas • Prepare poems and play scripts to read aloud, using tone, volume and actions to show 	<ul style="list-style-type: none"> • Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas • Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books independently, across all curriculum areas, discussing and beginning to justify their own preferences • Vary intonation, tone, volume and action to improve performance of a play or poetry 	<ul style="list-style-type: none"> • Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts. Experience a range of books/authors, including Shakespeare, which they may not have chosen themselves • Use gestures and movement aptly to improve the quality of



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<p>understanding/assist the understanding of others</p> <ul style="list-style-type: none"> • Retell a wide range of stories, including myths and legends and traditional tales • Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart • Express preferences for different types of text, such as choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author • Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion • Discuss their understanding of, and explain clearly, the meaning of words in context 	<p>actions to make the meaning clear to the audience</p> <ul style="list-style-type: none"> • Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense • Recite lines from short plays by heart, using appropriate intonation, volume and expression • Read texts by an increasing number of authors and across a wider variety of genres, explaining preferences. Make effective use of class libraries and related services with some guidance • Develop, agree, apply and evaluate rules for discussion • Discuss paragraphs, chapters and sections using a range of explanation types 	<p>reading, responding in a positive way to constructive feedback</p> <ul style="list-style-type: none"> • Retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage or from world-wide cultures, by listing the main events in a logical sequence and elaborating on them • Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear • Recommend books they have read to their peers, giving reasons for their choices • Participate in discussions about books, building on their own and others' ideas and challenging views courteously • Explain and discuss their understanding of what they have read in a formal way, showing some justification for their views 	<p>their reading. Read/recite in role to reflect a character</p> <ul style="list-style-type: none"> • Retell a wide range of stories, identifying the main events and present in different forms. For example – transforming stories into plays or biographies into autobiographies • Prepare poems and plays to read aloud and to perform. Show understanding through intonation, tone and volume, making the meaning clear to an audience. Recite a wider range of poetry by heart • Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers. Make use of libraries effectively and independently • Clearly present their own views about books that are read to them and those they can read for themselves, commenting constructively and building upon the contribution of others • Explain and discuss their understanding of what they have read through formal presentations and debates. Provide reasoned justification for their views on what they have read
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Key Vocabulary – To be revisited each year to embed

YEAR 3	YEAR 4	YEAR 5	YEAR 6
fiction, non-fiction, tone , myths, legends, express, context	intonation , meaning, logical, sequence, appropriate, expression	justify, preferences, classic literature, heritage, elaborate	gestures , biographies, autobiographies, constructive, debates

Spiritual and Emotional Engagement

At Ivanhoe, we strongly believe in encouraging children to cultivate a positive attitude towards reading for pleasure. It is a well-known fact that pupils who read regularly – at home and at school – have the greatest potential for academic success. Many opportunities for reading are already provided within our daily curriculum, including chances to read independently and within a group. We offer a multitude of texts, both in physical and electronic form, to our pupils. We recognise reading for pleasure as a key part of every child’s education, - regardless of their abilities or their backgrounds. Our aim is to ensure that, as a school, we do all we can to promote a love of reading which children will then choose to actively, and independently, foster throughout life.

As part of this we are committed to:

- Ensuring twenty minutes of every day is timetabled for sharing and enjoying a class book together.
- Rewarding pupils with stickers to complete bookmarks for reading at home. These stickers can then be exchanged for prizes within school.
- Holding events and challenges throughout the year such as Extreme Reading and the Summer Reading Challenge which will be set annually. As part of these challenges, children will complete tasks such as taking a photograph of themselves reading somewhere unusual, for example.
- Celebrating World Book Day each year with a different theme given each time. This will assist in creating a focus and a buzz around reading and get children discussing their favourite books and characters with peers and adults alike.
- Ensuring picnic blankets and an outdoor book trolley will be made available to all children in the summer months to enjoy reading in their breaks.
- Holding a Book Club once a week, run by a teacher, to engage children in reading and discussing different books.
- Ensuring a “Teacher Reads” display is evident within school, to offer recommended reads to children and also share their current reads.

YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pupils in Year 3 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Charlotte’s Web or The Borrowers alongside poetry by Allan Ahlberg. They will also be encouraged to research personal and	Pupils in Year 4 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Black Beauty or The Lion, The Witch and The Wardrobe and poetry by Michael Rosen. They will also be encouraged to	Pupils in Year 5 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either The Secret Garden or The Railway Children and a selection of sonnets. They will also be encouraged to research personal and	Pupils in Year 6 will be inspired and engaged to read through books chosen specific to their year group from the Reading Spine and the Set Texts list where they will study either Treasure Island or A Christmas Carol alongside poetry from: Simon Armitage, John Agard, Grace Nicholls, Carol Ann Duffy

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meaningful experiences through their visits to: the Derbyshire caves, a cathedral and a theatre.	research personal and meaningful experiences through their visits to: an art museum, the Beamish museum and a visit to Whitby.	meaningful experiences through their visits to: the National Space Centre, a lighthouse and York Castle museum.	and Gillian Clarke. They will also study a Shakespeare play. They will also be encouraged to research personal and meaningful experiences through their visits to: a coal pit, a Shakespeare play and an overnight residential.
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